II. QuEST

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The Basics of QuEST
QuEST is based on several assumptions which affect the design and implementation of curriculum.

- The curriculum consists of 54 credits supporting our four learning outcomes. However, students typically complete no more than 50 credits, as all majors have at least one course which also meets QuEST requirements.
- Unless otherwise noted in the curriculum, all courses will have a class enrollment maximum of 37 students per faculty member.
- Courses may be team taught (no more than 3 faculty members). Team-taught courses will provide adequate student discussion and student-faculty dialogue in groups of no more than 35 students.
- Each component of the QuEST curriculum has a set of unique course objectives, by which courses are approved to meet the component of the curriculum. Only courses which meet these objectives, including those taken at other institutions, will satisfy the relevant component.
- Students may not use a course to meet more than one component of the QuEST curriculum; “double-dipping” between categories is not permitted.
- The General Education Committee may approve multiple courses in each section of the curriculum. This approach is based on the assumption that both learning and teaching are facilitated when students are free to choose courses which correspond to personal areas of interest and when professors are free to design and teach courses that grow out of their individual interests and professional expertise.
- Departments may require that all students within a major/department take a single course to meet the objective. Where an approved QuEST course is also specified as a major requirement, it will free a corresponding number of unrestricted elective credit hours for the student. Please consult the major advising sheets for the QuEST components specified by each specific major.

QuEST Curriculum
QuEST, Messiah University’s general education program, serves as a curricular progression through which students develop skills, abilities and perspectives necessary to become collaborative agents in the contemporary workforce and society. This progression is intended to complement and parallel the academic majors in a way which allows students to respond with maturity to the world’s complexities by raising important questions, exposing students to multiple perspectives and ways of knowing (i.e. arts, humanities, natural sciences, social sciences). In doing so, our curriculum encourages critical thinking and the application of knowledge from diverse disciplines, informed by faith and a sense of purpose, to relevant issues which shape our lives. The curriculum is divided into four outcomes which reflect Messiah’s educational objectives.

Area One— Abilities of the Liberal Arts foster the abilities to think, read, write and speak effectively. Individuals who develop these abilities are more flexible and adaptable to the changes of the world across the spectrum of different fields and life experiences. (9 credits)
  - First Year Seminar (3 credits)
  - Created and Called for Community (3 credits)
  - Oral Communication (3 credits)
Area Two—Knowledge of the Liberal Arts promotes awareness and insight of how people with different perspectives, beliefs and disciplines interpret reality and make meaning. Given that modern society and the workplace involve increasingly complex and global issues, students must develop a breadth of knowledge and the capability for action informed by context and purpose. (35 credits)

1. Mathematical and Natural Sciences (9 credits)
   Mathematical Science (3)
   Laboratory Science (3)
   Science, Technology, and the World (3)
2. Social Sciences and History (6 credits)
   Two of the following:
   Social Science (3)
   European History (3)
   United States History (3)
3. Humanities and Arts (9 credits)
   Literature (3)
   Arts (3)
   One of the following:
   Religion (3)
   Philosophy (3)
4. Languages and Culture (9 credits)
   One of the following:
   Language (6) two semesters of the same language (6) AND an off-campus, cross-cultural studies course (3)
   Language (9) three semesters of the same language (9)
5. Non-Western Studies (2–3 credits)

Area Three—Christian Faith encourages students to articulate and evaluate one’s faith by gaining knowledge of the Bible’s content and themes, including the biblical witness of service, leadership and reconciliation, and by understanding how different Christian faith traditions may shape beliefs. Students develop deeper commitments in service to God and to others as they explore connections between faith and learning. (6 credits)
   Knowledge of the Bible (3)
   Christian Beliefs (3)

Area Four—Social Responsibility facilitates deepening self-awareness as students discern and develop their identity, gifts and vocation, as well as Christian character. These academic experiences empower students to act upon their knowledge and judgment through meaningful careers and lives that respond to the complexities of this world. (4 credits)
   Wellness Activity Course (1 credit)
   Engaging a Pluralistic World: Interdisciplinary Perspectives (3 credits)
   One of the following:
   Ethics in the Modern World (3)
   World Views (3)
   Pluralism in Contemporary America (3)
Interdisciplinary Courses
Interdisciplinary (ID) courses provide areas of integrated learning in which students wrestle with and address complex questions that face our society, and are woven throughout the curriculum. Throughout their QuEST, students will be challenged to answer these questions by examining different perspectives, theories and experiences in order to arrive at a more discerning conclusion. Students cultivate adeptness in navigating complexity and thinking holistically about these issues in order to reflect upon their own beliefs, as well as bridge values and assumptions of diverse perspectives. In turn, students are empowered to respond to unexpected and ever-changing realities they will encounter in life, work and society.

IDFY 101 First Year Seminar (3)
Faculty from a diverse array of disciplines engage students in conversations that focus on issues central to the university’s educational mission -- faith, identity, vocation, character, and responsible action. Courses include opportunities to develop effective writing, close reading, critical thinking, as well as the identification and appropriate use of sources for research. All these skills foster a discerning mind and the effective communication of ideas, which provide an essential foundation upon which one’s learning and intellect develop.

Course Description: An introduction to the intellectual life of the university for first-year students. This is done in the context of a small-discussion-oriented seminar designed around specific themes proposed and taught by individual faculty from a variety of academic disciplines. Emphasis is given to developing important academic skills such as writing, reading, and critical thinking.

IDCR 151 Created and Called for Community (3)
In this second course in our writing program students consider the central question, "What is my vocation as a faithful steward of God's creation?" They seek answers by engaging biblical themes of creation, forgiveness, compassion, peacemaking, and reconciliation through an examination of literary, historical, artistic, philosophical, and theological works using the lens of Messiah University's distinctive foundational values. Our foundational commitments have a particular focus on the importance of community and hospitality, as all peoples are made in the image of God. Students therefore develop the ability to be theologically reflective, to develop an appreciation for their own identity and Christian vocation, and to cultivate their intellect and character in preparation for lives of leadership through service in the world.

Course Description: The central question to be considered is: “What is my vocation as a faithful steward of God’s creation?” Through examining literary, historical, artistic, philosophical and theological works, students engage in the biblical themes of forgiveness, compassion, non-violence, peacemaking, justice, and racial and gender reconciliation through the lens of the university’s unique religious identity and foundational values, with a particular focus on the importance of community.

IDST 300 Science, Technology and the World (3)
Science and technology influence and impact every aspect of our modern society. An examination of these influences provides students with a significant understanding of how science, technology and the Christian faith complement and challenge one another related to relevant ethical, social, cultural, historical, political or sustainable issues. Therefore, within a Christian context, students gain the ability to contribute to societal discourses on issues and controversies which emanate from advances in science and technology.

Course Description: An interdisciplinary exploration of the nature, methodology, and scope of science with special emphasis on the interrelationship between science and culture.
IDNW 200 Non-Western Studies (2–3)
Studies of non-western cultures furthers students ability to understand and appreciate social customs, traditions, systems of thought and expression in various civilizations such as the Middle East, Asia, Africa, the Caribbean Islands, the Pacific Islands, Latin America and indigenous cultures across the world. In life, the ability to generally understand the context of perspectives, expectations and experiences of cultures different from one’s own facilitates effective relationship-building and problem-solving with people of differing backgrounds.

Course Description: An engagement with cultures or people whose heritage and/or present life has been significantly shaped by customs, practices, and ideas outside the European tradition.

IDCC 260 Cross-Cultural Studies (3)
By living in another culture for several weeks or a semester, students have the opportunity to understand the paradoxes, tensions, consistencies and values in a society significantly different from their own. Direct experience within other cultures develops an appropriate sense of self-awareness of one’s own cultural assumptions and the pervasiveness of cross-cultural encounters in the human experience. This immersion equips students for appropriate interaction with persons of different social norms, appreciate multiple viewpoints, and recognize the importance of developing mutual trust and respect in cross-cultural interaction when relating to others or living in complex situations.

Course Description: A field-based examination of one or more cultures which seeks to increase the students’ appreciation for and understanding of cultural traditions other than their own. Requires three weeks of on-site study, including home-stays or ethnographic fieldwork, in addition to readings, lectures, and site visitations.

WELL 100 Wellness Activity (1)
The activity wellness course equips students to identify the significance of behavior choices in reducing disease risk and improving overall health. A variety of different wellness activity courses provides students with the opportunity to practice skills and develop commitments to lifetime physical activity. Wellness education encourages students to recognize the integrated relationship between spiritual, emotional, physical, relational and intellectual health.

IDET 300 Ethics in the Modern World (3)
This course builds on the concepts introduced in Created and Called for Community: we are made in the image of God, made to live in community and called to serve Him within society. Ethics courses focus students’ attention on critically evaluating selected contemporary social and moral issues and incorporating Christian responses to complex problems. Study is designed to help students prepare to engage in the world in which they will live and work, as well as develop and defend ethical perspectives on challenging situations or issues.

Course Description: An examination of various approaches to moral decision-making and an application of these approaches to selected contemporary ethical issues and problems. Prerequisite: IDCR 151

IDWV 300 World Views (3)
This course builds on the concepts introduced in Created and Called for Community: we are made in the image of God, made to live in community and called to serve Him within society. World Views courses prompt students to consider various belief systems and perceptions of reality, as well as how those perceptions have shaped and continue to shape people’s lives with special emphasis on how these belief systems compare and contrast with a Christian worldview. Students are spurred to develop and support
their own world view, how it applies to contemporary issues and how they may relate to others who may or may not share their perspectives.

Course Description: An examination of the various belief systems which have and continue to shape people’s lives with special emphasis on how these belief systems compare and contrast with a Christian world view. Prerequisite: IDCR 151

IDPL 300 Pluralism in Contemporary Society (3)
This course builds on the concepts introduced in Created and Called for Community: we are made in the image of God, made to live in community and called to serve Him within society. By examining differing perspectives within a society – i.e. religion, race, ethnicity, gender, class, ability – pluralism courses address the effects of inequality, prejudice and discrimination. Engagement with these issues allows students to articulate and practice an informed and faithful Christian response to diversity.

Course Description: An examination of contemporary issues and problems arising out of the racial, ethnic, class, gender, and religious diversity of American society, with a special emphasis on raising the students’ awareness of the effects of inequality, prejudice, and discrimination in American society. Prerequisite: IDCR 151
# Sequencing of Requirements

The white spaces indicate the time when each of the general education requirements should be taken. When two or more years are indicated, the requirement may appropriately be completed during any of the suggested years.

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
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<tbody>
<tr>
<td>1.1</td>
<td>First Year Seminar</td>
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<td>1.2</td>
<td>Oral Communication</td>
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<td>1.3</td>
<td>Created and Called for Community</td>
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<tr>
<td>2.1.A</td>
<td>Mathematical Sciences</td>
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<td>2.1.B</td>
<td>Laboratory Science</td>
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<td>4.1</td>
<td>Wellness **</td>
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<td>2.2.A</td>
<td>Social Science</td>
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<td>2.2.B</td>
<td>European History</td>
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<td>2.2.C</td>
<td>United States History</td>
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<td>2.3.A</td>
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<td>Religion/Philosophy</td>
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<td>2.3.C</td>
<td>Arts</td>
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<td>2.4.A</td>
<td>Languages</td>
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<td>Writing Enriched Course</td>
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<tr>
<td>3.1.A</td>
<td>Knowledge of the Bible*</td>
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<td>*Must be at least sophomore status</td>
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<td>2.5</td>
<td>Non-Western Studies</td>
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<td>3.2</td>
<td>Christian Beliefs*</td>
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<td>*Must take BIBL 201 as prerequisite</td>
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<td>2.4.B</td>
<td>Cross Cultural Studies^</td>
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<tr>
<td>4.2.A,B,C</td>
<td>World Views* OR Pluralism in Contemporary Society*</td>
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<td>*Must take CCC as prerequisite</td>
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<tr>
<td>2.1.C</td>
<td>Science, Technology and the World</td>
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* Case by case exceptions for appropriate equivalent courses made in light of the theological foundation of the transferring college.

** Student-athletes must complete the following requirements during the semester in which they are enrolled in PHED 102, in addition to participation in their intercollegiate sport:
- Completion of initial wellness assessment
- Completion of written assignment, discussing wellness assessment
- Attendance at two wellness seminars, including brief written response after each seminar

^ Students are strongly encouraged to take their Cross Cultural Studies course during their second or third years.
QuEST Approved Courses
The following listing represents those courses in each category that have been approved by the General Education Committee. In some cases the courses have been taught on a regular basis while in other cases the course may have been taught infrequently.

Area 1: Abilities of the Liberal Arts

1.1 First Year Seminar [3 hrs] The list of seminars is published each summer.
   IDFY 101 First Year Seminar (3)
   IDFY 102 Honors First Year Seminar (3)

1.2 Oral Communications [3 hrs]
   COMM 105 Fundamentals of Oral Communication (3)

1.3 Created and Called for Community [3 hrs]
   IDCR 151 Created and Called for Community (3)

Area 2: Liberal Arts

2.1 Mathematical and Natural Sciences [9 hrs]

Mathematical Sciences [3 hrs]
   CIS 171 Problem Solving with Computers (3)
   CIS 180 Introduction to Computer Science and Information Systems (3)
   CIS 181 Computer Programming I (3)
   CIS 191 Web Development Client Side (3)
   MATH 101 Introduction to Mathematical Sciences (3)
   MATH 102 The Mathematics of Growth (3)
   MATH 107 Applied Mathematics for Management (3)
   MATH 108 Intuitive Calculus with Applications (3)
   MATH 111 Calculus I (4)
   MATH 180 Discrete Mathematics (3)
   STAT 269 Introductory Statistics (3)

Laboratory Science [3 hrs]
   BIOL 106 Life Science (3)
   BIOL 117 Field Biology (3)
   ENVS 140 Introduction to Ecology and Sustainability (3)
   BIOL 158 Human Biology (4)
   BIOL 170 Cell and Animal Physiology (4)
   BIOL 172 Diversity of Life and Plant Science (4)
   CHEM 102 Chemistry for Living (3)
   CHEM 103 Chemical Science (4)
   CHEM 105 General Chemistry I (4)
   ESS 201 Earth and Space Science (3)
   GEOL 201 Foundations of Geology (4)
   NUTR 110 Science and Nutrition (3)
   PHSC 102 Foundations of Physical Science (3)
PHYS 201  Introductory Physics I (4)
PHYS 211  General Physics I (4)
SUST 140  Introduction to Ecology and Sustainability (3)

Science, Technology, and the World [3 hrs]
BUSA 358  Making a Better World? (3)
IDST 300  History of Modern Science I (3)
IDST 300  History of Modern Science II (3)
IDST 300  Issues in Science and Religion (3)
IDST 300  Relationships and the Brain (3)
IDST 300  Science and Belief in Modern Europe (3)
IDST 300  Scientific Revolution and European Order, 1500-1700 (3)
IDST 300  Social Aspects of Modern Science (3)
IDST 300  Staging Science (3)
IDST 300  Stress and Health (3)

2.2  Social Sciences and History [6 hrs]
To complete this requirement, students must take one course from two of the following categories:

Social Sciences
ECON 110  Economics of Social Issues (3)
ECON 117  Issues in Environmental Economics (3)
ECON 120  Principles of Macroeconomics (3)
EDUC 203  Educational Psychology (3)
HDFS 101  Foundations of Marriage and Family (3)
POLI 113  American Government (3)
POLI 213  Comparative Politics (3)
PSYC 101  Introduction to Psychology (3)
SOAN 101  Principles of Sociology (3)
CRIJ 103  Crime, Justice and Society (3)
SOAN 315  Urban Sociology (3)
SOWK 120  Introduction to Social Work (3)

European History
HIST 101  Ancient Mediterranean Hist. (3)
HIST 102  Modern European History Survey (3)
HIST 205  Ancient Greece (3)
HIST 206  Ancient Rome (3)
HIST 207  The Early Church (3)
HIST 210  Knights, Peasants and Bandits (3)
HIST 212  Medieval Europe (3)

United States History
HIST 141  U.S. History Survey Before 1865 (3)
HIST 142  U.S. History Survey Since 1865 (3)
HIST 240  Age of Hamilton (3)
HIST 244  Civil War America (3)
HIST 256  America and World War II (3)
2.3  Humanities and Arts [9 hrs]

**Literature [3 hrs]**
- ENGL 122  Introduction to Poetry (3)
- ENGL 124  Short Story (3)
- ENGL 126  From Script to Screen (3)
- ENGL 142  Selected Works of British Literature (3)
- ENGL 144  Nineteenth-Century British Women Writers (3)
- ENGL 146  Writing of the Inklings (3)
- ENGL 148  Introduction to Shakespeare (3)
- ENGL 152  Selected Works of American Literature (3)
- ENGL 154  Introduction to Ethnic Literatures of the United States (3)
- ENGL 160  Introduction to World Literature (3)
- ENGL 162  Of Gods and Humans: Literature of the Ancient World (3)
- ENGL 164  Studies in the Bible as Literature (3)
- ENGL 172  Literature and the Life of Faith (3)
- ENGL 174  Literature and the Environment (3)
- ENGL 176  Twentieth Century Women's Literature (3)
- SPAN 301  Topics in Latin American Literature (3) Prereq: SPAN 206
- SPAN 311  Topics in Spanish Peninsular Literature (3) Prereq: SPAN 206
- SPAN 314  The Counter Reformation and the Spanish Baroque (3) Prereq: SPAN 206
- SPAN 331  Trans-Atlantic Literature (3) Prereq: SPAN 206

**Philosophy [3 hrs]**
- PHIL 101  Problems of Philosophy (3)
- PHIL 102  History of Philosophy (3)

**Religion [3 hrs]**
- RELI 205  Religions of the World (3)
- RELI 228  Judaism (3)
- RELI 229  Islam (3)

**Arts [3 hrs]**
- ART 103  Introduction to Drawing (3)
- ART 107  Introduction to Painting (3)
- ART 115  Introduction to Sculpture (3)
- ART 132  Introduction to Printmaking (3)
- ARTH 150  Art History: Prehistory-1400 (3)
- ARTH 151  Art History: 1400-21st Century (3)
- DANC 305  Dance History (2), when taken with one of the following:
  - DANC 101 Ballet (1)
  - DANC 102 Jazz and Dance Theatre (1)
  - DANC 103 Modern Dance (1)
  - DANC 104 Tap Dance I (1)
- MUGE 101  Fundamentals of Music Theory (3)
- MUGE 209  Survey of Christian Song (3)
- MUGE 210  American Popular Music (3)
- MUGE 223  Jazz Improvisation (3)
- MUGE 224  Songwriting for Beginners (3)
- MUGE 225  Worship Music through the Guitar (3)
- THEA 110  Introduction to Theatre (3)
- THEA 120  Acting 1 (3)
THEA 150  Introduction to Technical Theatre and Design (3)
THEA 361  Creative Dramatics (3)
THEA 363  Theatre for Social Change (3)

2.4  Languages and Cultures [9 hrs]
To complete this requirement, students need to take one of the following options:
a. Three semesters of the same language, reaching the intermediate level OR
b. Two semesters of the same language plus an approved cross-cultural study

Languages and Cultures

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<th>Language</th>
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<tr>
<td>Chinese</td>
<td>CHIN 101</td>
<td>Fundamentals of Chinese I (3)</td>
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<td></td>
<td>CHIN 102</td>
<td>Fundamentals of Chinese II (3)</td>
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<td>CHIN 201</td>
<td>Intermediate Chinese (3)</td>
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<td>French</td>
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<td>FREN 201</td>
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<tr>
<td>German</td>
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<td>Intermediate Spanish (3)</td>
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<td>SPAN 203</td>
<td>Spanish for HealthcareProfess</td>
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<td></td>
<td>IDCC 260</td>
<td>Cross-Cultural Study (3) (locations to be announced; vary by academic year)</td>
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Area 3: Christian Faith

Knowledge of the Bible [3 hrs.]

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<th>Course Code</th>
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<tbody>
<tr>
<td>BIBL 201</td>
<td>Encountering the Bible (3)</td>
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<tr>
<td>BIBL 202</td>
<td>Encountering the Bible for Majors (3)</td>
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<tr>
<td>BIBL 203</td>
<td>Encountering the Old Testament (Hebrew Bible) (3)</td>
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<td>BIBL 204</td>
<td>Encountering the New Testament (3)</td>
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Christian Beliefs [3 hrs]

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<tr>
<td>THEO 205</td>
<td>Introduction to Christian Theology (3)</td>
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<td>THEO 207</td>
<td>African-American Theology (3)</td>
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<td>THEO 211</td>
<td>Brethren in Christ Life and Thought (3)</td>
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<td>THEO 213</td>
<td>Pentecostal Theology (3)</td>
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<td>Roman Catholic Theology (3)</td>
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<td>Wesleyan Holiness Theology (3)</td>
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<td>Theology and Christian Unity (3)</td>
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<td>Faith and Society (3)</td>
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<tr>
<td>THEO 227</td>
<td>Theology, Violence, and Non-Violence (3)</td>
</tr>
</tbody>
</table>
Area 4: Social Responsibility

Wellness [1 hr.]
To complete this requirement, students must take one wellness activity course from the list below.

- APHS 170 Concepts of Conditioning
- DANC 101 Ballet (1)
- DANC 102 Jazz and Dance Theatre (1)
- DANC 103 Modern Dance (1)
- DANC 104 Tap Dance I (1)
- WELL 103 Adapted Physical Education (1)
- WELL 104 Swimming for the Non-Swimmer (1)
- WELL 105 Intermediate Swimming (1)
- WELL 106 Aquatic Aerobics (1)
- WELL 107 Beginning Racquetball (1)
- WELL 108 Intermediate Racquetball (1)
- WELL 109 Beginning Volleyball (1)
- WELL 110 Intermediate Volleyball (1)
- WELL 111 Advanced Volleyball (1)
- WELL 112 Beginning Tennis (1)
- WELL 113 Intermediate Tennis (1)
- WELL 114 Dance and Rhythm Activities (1)
- WELL 115 Skiing & Snowboarding I (1)
- WELL 116 Skiing & Snowboarding II (1)
- WELL 117 Self Defense (1)
- WELL 118 Creative and Expressive Movement (1)
- WELL 119 Beginning Yoga (1)
- WELL 120 Racquet Activities (1)
- WELL 121 Team Activities (1)
- WELL 122 Flag Football and Basketball (1)
- WELL 123 Strength Training (1)
- WELL 124 Safety and R.A.D. Systems for Women (1)
- WELL 126 Tennis and Volleyball (1)
- WELL 127 Aquatics (1)
- WELL 128 Developmental Gymnastics/Rhythmical Activities (1)
- WELL 129 Beginning Pilates (1)
- WELL 131 Disc Activities (1)
- WELL 133 Indoor Cycling (1)
- WELL 135 Non-traditional Games (1)
- WELL 136 Exercise and Weight Management (1)
- WELL 137 Fitness Walking (1)
- WELL 138 Couch to 5K (1)
4.2 Engaging the Pluralistic World: Interdisciplinary Perspectives [3 hrs]
To fulfill the Engaging the Pluralistic World requirement, students must take one course from one of the following categories.

**Ethics in the Modern World**
- BIBL 293  The Bible and Social Ethics (3)
- BIOL 317  Bioethics (3)
- BUSA 370  Moral Issues In Business (3)
- CRIJ 348  Ethics in the Criminal Justice System (3)
- EDUC 356  Moral Education (3)
- ENVS 315  Environmental Ethics (3)
- HDFS 340  Ethics and Family (3)
- IDET 316  Healthcare Ethics (3)
- PHIL 325  Moral Problems (3)
- PHIL 382  Ethics (3)
- POLI 330  Terrorism (3)
- POLI 366  Conflict Management and Peace Science (3)
- SOAN 335  Social Conflict and Reconciliation (3)

**World Views**
- IDWV 300  World Views (3)
- PHIL 345  Philosophy of Religion (3)

**Pluralism in Contemporary Society**
- COMM 307  Rhetoric of the Civil Rights Movement (3)
- EDSP 303  Disability And Society (3)
- EDUC 346  Social-Cultural Perspectives on Education (3)
- HDFS 378  Latino Families (3)
- HDFS 383  Topics in Multi-Cultural Families (3)
- HDFS 384  Families in America (3)
- HDFS 386  Family Ethnicity and Human Services (3)
- HIST 345  Pennsylvania History (3)
- HIST 351  Native American History (3)
- HIST 352  African-America History Since 1865 (3)
- HIST 355  U.S. Urban History (3)
- HIST 392  Women and Gender in Amer. History (3)
- HPED 329  Sport in Society (3)
- IDPL 300  Personal Narratives of a Pluralist Society (3)
- IDPL 300  The Holocaust (3)
- IDPL 300  Racism and Racial Reconciliation (3)
- POLI 310  American Political Thought (3)
- POLI 316  Constitutional Law: Civil Liberties and Civil Rights (3)
- POLI 325  Gender, Family and Politics (3)
- RELI 342  Religious Pluralism in America (3)
- RELI 355  Christianity in North America (3)
- SOAN 310  Food, Power, and Society (3)
- SOAN 341  Religion and Society (3)
- SOAN 342  Race and Gender in the United States (3)
- SOAN 356  Social Inequality (3)
- SOWK 356  Engaging Diversity and Inequality (3)
- THEO 354  Theology and Gender (3)
**Non-Western Studies [2 or 3 hrs]**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 210</td>
<td>Topics in Non-Western Art</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM 321</td>
<td>Global Indigenous Media</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM 327</td>
<td>Latin American Cinema</td>
<td>(3)</td>
</tr>
<tr>
<td>GEOG 103</td>
<td>World Regional Geography</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 271</td>
<td>World History to 1500</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 272</td>
<td>World History Since 1500</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 273</td>
<td>Hist. of Premodern Asia to 1500</td>
<td>(3)</td>
</tr>
<tr>
<td>HIST 274</td>
<td>Hist. of Mod. Asia Since 1500</td>
<td>(3)</td>
</tr>
<tr>
<td>IDNW 200</td>
<td>Education. in Sub-Saharan Africa</td>
<td>(3)</td>
</tr>
<tr>
<td>MUMH 338</td>
<td>Studies in Global Music</td>
<td>(2)</td>
</tr>
<tr>
<td>NUTR 210</td>
<td>Food Around the World</td>
<td>(2)</td>
</tr>
<tr>
<td>PHIL 318</td>
<td>Asian Philosophy</td>
<td>(3)</td>
</tr>
<tr>
<td>POLI 222</td>
<td>Politics in Latin America</td>
<td>(3)</td>
</tr>
<tr>
<td>POLI 312</td>
<td>Politics of China</td>
<td>(3)</td>
</tr>
<tr>
<td>POLI 346</td>
<td>Russia after Communism</td>
<td>(3)</td>
</tr>
<tr>
<td>RELI 321</td>
<td>Christianity in Latin America</td>
<td>(3)</td>
</tr>
<tr>
<td>RELI 329</td>
<td>Christianity in Africa</td>
<td>(3)</td>
</tr>
<tr>
<td>RELI 332</td>
<td>Christianity in Asia</td>
<td>(3)</td>
</tr>
<tr>
<td>RELI 333</td>
<td>Religions of India</td>
<td>(3)</td>
</tr>
<tr>
<td>RELI 334</td>
<td>Religions of China and Japan</td>
<td>(3)</td>
</tr>
<tr>
<td>SOAN 212</td>
<td>Cultural Anthropology</td>
<td>(3)</td>
</tr>
<tr>
<td>SOAN 221</td>
<td>Native American Cultures</td>
<td>(3)</td>
</tr>
<tr>
<td>SOAN 236</td>
<td>Ethnography</td>
<td>(3)</td>
</tr>
<tr>
<td>SPAN 302</td>
<td>Culture and Identity in Latin America</td>
<td>(3)</td>
</tr>
</tbody>
</table>
Guide to Navigating Advising Equivalencies for QuEST Requirements

1. **BEFORE taking QuEST classes elsewhere**, a student should check the online Transfer Course Equivalency Database:
   - If a QuEST course appears in this database:
     - **Students participating in off-campus programs** still need to complete an *Off-Campus Study Course Approval Form* in which they list the specific courses they plan to take and the specific requirements (i.e. Art, Non-Western, etc.) which they plan to meet with those courses.
     - **Students taking a course for traditional transfer credit** do not need to submit additional pre-approval paperwork to receive credit for the existing course equivalency, once advisors review the course to ensure that students are interpreting the database correctly.
   - If a course does **not** appear in the database, the student must submit one of the following forms in advance of taking the course to ensure it meets the appropriate QuEST requirement:
     - *Off-Campus Study Course Approval Form* (for students studying in an approved off-campus program through, and available from, the Intercultural Office at Messiah University)
     - *Approval for Transfer Credit Form* (for students not studying in an approved study abroad program through the Intercultural Office at Messiah University; e.g., local community college)
     Students must list the specific courses they plan to take and the specific requirements which they plan to meet with those courses and review those expectations with their advisors to ensure that the anticipated courses meet with their degree plan.

2. **WHEN REQUESTING AN ARTICULATION (EQUIVALENCY) FOR A QuEST COURSE:**
   - **Students and advisors will be expected to provide** the institution, course name and description. When possible, students may be asked to provide a class syllabus. General guidelines for types of course which may potentially meet requirements appear in the Transfer Guidelines.
   - **The Registrar's Office and Assistant Dean of General Education and Common Learning determine** whether/how well a particular course meets the various objectives set forth in each area of QuEST. These objectives were established in light of our institution’s specific educational mission and goals.
Important Considerations Regarding QuEST Equivalencies

- The determination of how effectively an interdisciplinary (IDS) course satisfies a particular QuEST requirement rests with the Registrar and Assistant Dean of General Education and Common Learning. When determining how effectively a distribution course (QuEST course within a department) satisfies a particular General Education requirement, these parties may consult with Department Chairs, to the extent that the course meets specified discipline-related educational objectives.

An established partnership with an institution (e.g., via study abroad articulation) does not necessarily guarantee articulation of their coursework for our particular QuEST requirements.

- Classes are not equated solely by the type of course (i.e. Art, History, etc.).
- Waivers of QuEST components are only granted in very rare circumstances.
- Additionally, certain QuEST requirements must be taught from a Christian perspective (i.e., from Messiah or another institution with a similar Christian theological foundation):
  1.3.A Created and Called for Community (Messiah only)
  2.1.C Science, Technology and the World
  3.1 Knowledge of the Bible
  3.2 Christian Beliefs
  4.2.A Ethics in the Modern World
  4.2.B World Views
  4.2.C Pluralism in Contemporary Society

When in doubt, please contact Dr. Kate Oswald Wilkins, Assistant Dean of General Education, Common Learning and Advising!
## Transfer Equivalencies

(Must meet all QuEST course objectives for specific requirement)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Equivalency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar</td>
<td>3 credits English composition (Awarded if 1 or more full-time semesters of college have been completed.)</td>
<td>100</td>
</tr>
<tr>
<td>Created and Called for Community</td>
<td>Messiah University course</td>
<td>100</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3 credits public speaking (e.g. speech, relational communication)</td>
<td>100-200</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>3 credits mathematical science beyond college algebra</td>
<td>100-200</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3-4 credits laboratory science (e.g. biology, chemistry, physics, geology containing a lab component. Some majors may have specific course requirements.)</td>
<td>100-200</td>
</tr>
<tr>
<td>Science, Technology, &amp; the World</td>
<td>Messiah University course</td>
<td>200</td>
</tr>
<tr>
<td>Social Science</td>
<td>3 credits introductory psychology, sociology, anthropology, economics, or political science</td>
<td>100-200</td>
</tr>
<tr>
<td>History</td>
<td>3 credits European or United States history (e.g. introduction to the foundations of the discipline and survey of the broader area of study)</td>
<td>100-200</td>
</tr>
<tr>
<td>Literature</td>
<td>3 credits literature (e.g. American writers, British writers, Shakespeare, short stories, poetry)</td>
<td>200</td>
</tr>
<tr>
<td>Philosophy/Religion</td>
<td>3 credits philosophy or religion (e.g. introduction or history of philosophy; world religion)</td>
<td>100-200</td>
</tr>
<tr>
<td>Arts</td>
<td>3 credits art, music, or theatre (Must have a studio component. e.g. drawing, photography, singing, acting)</td>
<td>100-200</td>
</tr>
<tr>
<td>Languages &amp; Culture</td>
<td>3 semesters of same modern language</td>
<td>100-200</td>
</tr>
<tr>
<td>Non-Western Studies</td>
<td>3 credits in non-western studies (e.g. Asian, Latin American, Native American, African studies)</td>
<td>200</td>
</tr>
<tr>
<td>Biblical Knowledge</td>
<td>*Messiah University course</td>
<td>100-200</td>
</tr>
<tr>
<td>Christian Beliefs</td>
<td>*Messiah University course</td>
<td>200-300</td>
</tr>
<tr>
<td>Wellness</td>
<td>2 1-credit activity courses (transfer students only)</td>
<td>100</td>
</tr>
<tr>
<td>Ethics in the Modern World or World Views or Pluralism in Contemporary Society</td>
<td>Messiah University course</td>
<td>300-400</td>
</tr>
</tbody>
</table>

*Case by case exceptions for appropriate equivalent courses made in light of the theological foundation of the transferring college.

**NOTE:** Some majors have specifically defined courses that meet both a major and a QuEST requirement. Consult the current Messiah University catalog for more information.